**Rubric**

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| **(Revised from Marianne Galyk)**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Assessment Rubric** | | | | | | | | | **Student Name:** | | | | | | **Class Period:** | | | **Assignment: Art History Research Painting** | | | | | | **Date Completed:** | | | Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment. | | Excellent | Good | Average | Needs Improvement | Rate Yourself | Teacher’s Rating | | Criteria 1 – Student's composition shows relationship to original work | | 10 - 9 | 8 - 9 | 7 - 8 | 6 or lower |  |  | | Criteria 2 –  Composition shows understanding of elements and principles of design | | 10 - 9 | 8 - 9 | 7 - 8 | 6 or lower |  |  | | Criteria 3 – Painting technique reflects style of original artist through use of color and brush strokes. | | 10 - 9 | 8 - 9 | 7 - 8 | 6 or lower |  |  | | Criteria 4 – Effort: took time to develop idea & complete project? (Didn’t rush.) Good use of class time? | | 10 - 9 | 8 - 9 | 7 - 8 | 6 or lower |  |  | | Criteria 5 – Craftsmanship – Neat, clean & complete? Skillful use of the art tools & media? | | 10 - 9 | 8 - 9 | 7 - 8 | 6 or lower |  |  | | Total: 50  (possible points) | Grade: |  |  |  |  | Your Total | Teacher Total |   Student Comments:  Teacher Comments:  **National Standards:**   |  |  |  |  | | --- | --- | --- | --- | | 1. Understanding and applying media, techniques, and processes | 2. Using knowledge of structures and functions | 4. Understanding the visual arts in relation to history and cultures | 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others | | Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks | Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art | Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art | Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works | | Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use | Students evaluate the effectiveness of artworks in terms of organizational structures and functions | Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places | Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts | |  | Students create artworks that use organizational principles and functions to solve specific visual arts problems | Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making | Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art | |